**Instructions** : The first column below matches key words in Trac Dat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this word doc in the following format: sp20cpr\_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload a copy of this document into the Trac Dat, “Documents file”. Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html)> or contact: [papemary@fhda.edu.](mailto:papemary@fhda.edu)

Section I: Overall program description (including CTE) Section II: Overall student enrollment and success Section III: Equity

Section IV: Assessment Cycle Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

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|  | **Information Requested** | **Explanation of Information Requested.**  **? Trac Dat Help button will reveal the same cues ( sorry no hyperlinks)** | **Input your answers in columns**  **provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the**  **name of any reference documents in your explanations.** |
|  | **Pro g r a m D e s c r i p t i o n** |  |  |
| I.A.1 | Department name: | Biology |  |
| I.A.2 | Program mission statement: | “What are your Program Learning Outcomes? How do Program Learning Outcomes relate to mission of De Anza College and Institutional Core Competencies”? | Apply scientific thinking to biological methods. |
| I.A.3 | What is the primary focus of your program? | Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.4 | Choose a secondary focus of your program. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical preparation (via prereqs); personal enrichment |
| I.B.1 | # Certificates of Achievement Awarded | If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program | N/A |
| I.B.2 | # Certificates of Achievement-Advanced awarded: | If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>. Leave blank if not applicable to your program | N/A |

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| I.B.3 | # ADTs (Associates Degree Transfer) awarded | List Associate Degree Transfer awarded by you department  Leave blank if not applicable to your program. |  |
| I.B.4 | # AA and/or AS Degrees awarded: | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> Leave blank if not applicable to your program | 24 |
| I.C.1 | CTE Programs: Impact of External Trends | Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html) (data on this site needs to be updated annually.) Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. | N/A |
| I.C.2 | CTE Programs: Advisory Board Input: | Career Technical Education (CTE) programs, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction,  e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (-  #) decreased; # increased; leave blank if not applicable to your program | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction,  e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction,  e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program | N/A |
| I.E.1 | Full time faculty FTEF | For ALL programs: Refer to your program review data sheet. (If the computer does not accept a decimal then please round to the nearest whole number). <http://deanza.fhda.edu/ir/index.html> | 23.7 |
| I.E.2 | # Student Employees | State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program | 0 |
| I.E.3 | Full-time to Part-time ratio  % of full time faculty compared to % part-time faculty teaching | Compare the changes in % of FT and PT faculty teaching in your department?  0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program | -8.9%; ratio of FT to PT = 37:59 |

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| I.E.4 | # Staff Employees | State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff who serve multiple programs. | 0 |
| I.E.5 | Changes in employees/resources | Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program | Loss of FT employee for past year caused a slight decrease in enrollment over the past academic year |
|  | **Enr o l l m e n t** |  |  |
| II.A.1 | Enrollment trends | What significant changes in enrollment have you seen in the last three years? | Enrollment over the past 3 years has shown an overall **growth** of 4.1% |
| II.B.2 | Overall success rate | What significant changes in student success rates have you seen in the last three years? | Success rates have stayed constant at 73%. |
| II.B.3 | Plan if success rate of program is below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-> projects/2012\_13/ACCJC\_IS.pdf  If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? Leave blank if NA. | N/A |
| II.C.4 | Changes imposed by internal/external regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.) | N/A |
|  | **Equ i t y** |  |  |
| III | Growth and Decline of targeted student populations | Briefly, address student enrollment data relative to your program’s growth or decline in targeted populations as defined in the De Anza 2014 Student Equity Plan <<insert link from equity office>> | Our enrollment in targeted student populations **has increased**: African American students **have increased** from 297 to 304; Latina/o students **have increased** from 1447 to 1729; and Filipino students **have increased** from 649 to 763. |
| III.1.B | A Closing the student equity gap: | What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> | We have reached out to more students via outreach, we are providing more hands on laboratory experiences, the science resource center has been provided with resources for students to practice and perfect their skills. |
| III.1.C | Plan if success rate of targeted group(s) is below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%  <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates of targeted groups at or above 60%, if not, what are the department’s plans to bring the success rates of the group(s) up to this level? | N/A |
| III.1.D | Equity planning and progress | What progress or achievement has the program made relative to the plans stated in your program’s 14-15 Equity Plan, (link to equity plan data sheets?)? | To reach out to our strong enrollment growth in the Latino/a student population - we have started tutoring in Spanish in both Biology and Chemistry. We also continue to utilize technology in our classrooms, website locations for course information, email access and office hour availability for students to interact and ask questions as needed. |

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|  | **A ssessme n t C y c l e** |  |  |
| IV.A | PLOAC Summary | Give the percentage of Program Level Outcome statements assessed to date. Run Ad hoc report entitled “XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate  #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019. | 100% |
| IV.B | SLOAC Summary | Give the percentage of Student Level Outcome statements assessed to date. Run Ad hoc report entitled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019. | 13% |
|  | Resource Requests |  |  |
| V.A | Budget Trends | Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students.  If you don’t work with Budget, please ask your Division Dean to give you the information. | Biology budget continues to see a successive decrease in funding despite a growth in enrollment. In order to sustain continued growth, we do need to have an increase to our B budget funding. |
| V.B | Funding Impact on Enrollment Trends | Describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.  If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. | Nearly all biology classes involve labs and hands on learning experience for students. It is extremely important that we be able to provide all our students, but especially our targeted students with sufficient resources to maximize student success. We cannot do this without increased funding. |
| V.C1 | Faculty Position Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy | None needed unless vacancy |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not provide other data to support this need. | Our FT to PT faculty ratio remains low and to provide students with the optimum opportunity to succeed they do require FT faculty who can commit to needed department work outside of just teaching. If we do lose a position due to retirement etc., it is very essential that we be able to replace this position. |
| V.D.1 | Staff Position Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary. | Growth |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need | Laboratory technicians (2) to support our growing enrollment and course offerings and for evening/weekend courses.  Staff position for Science Resource Center to allow the center to be open evenings and weekends. |
| V.E.1 | Equipment Request | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested | Over $1000 |
| V.E.2 | Equipment Title and Description, Quantity | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . . | EKG machine  Thermocycler/PCR machine  Centrifuges  Autoclaves  Chest freezers,  Dishwashers  Ophthalmoscopes;  Refrigerators  Incubators  Microscopes  Anatomy models  Media dispenser  Physiology models  Stethoscopes  Blood pressure cuffs  Beakers, flasks, graduated cylinders, Petri dishes  UV light sources  Gel electrophoresis chambers  On-going lab supplies  Desk Chairs  Cell models  Plant and animal models as needed  Graphs and posters  fo |

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| V.E.3 | Equipment Justification | Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? | This equipment will be used by faculty, students and lab technicians. The equipment will allow students to have greater opportunity at hands on experience leading to increased student success and retention. This new equipment will last for more than 10 years and will help us attain the goal of decreasing the equity gap and increasing student success and retention. |
| V.F.1 | Facility Request | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility. | A second biohazard laboratory with new furniture, lighting and smart room set up  Additional dedicated classroom for course offerings given our enrollment growth. |
| V.F.2 | Facility Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? | We have a continued increased demand for Bio 6 series as part of our transfer pathway, Bio 26 as part of the Allied Health/Nursing prerequisites. Our inability to offer more sections due to lack of facilities has us unable to meet student demand. |
| V.G. | Equity Planning and Support | Has this work generated any need for resources? If, so what is your request. | Our equity planning will allow us to provide students with greater opportunity at hands on experience through laboratory activities and to review course material outside the traditional classroom environment in the resource center and tutoring sessions leading to increased student success and retention and will enable us to decrease the equity gap while continuing to increase our enrollment in the targeted student populations. |
| V.H.1 | Other Needed Resources | List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, supporting assessment projects. | Additional tutors to work with students |
| V.H.2 | Other Needed Resources Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. |  |
| V.J. | “B” Budget Augmentation | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? State the SLO/PLO assessment data, reflection, and enhancement that support this need.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. | $60,000. Students and faculty would be supported by the budget. Without increased funding student access to biology classes, retention in these courses, and eventual success would be severely impacted. The increase in funding will help us reach our goal of decreasing the equity gap and increasing student success. Our requests help to promote the college mission of allowing students of all backgrounds to develop their intellect,  character and abilities and to realize their goals; and to be  socially responsible leaders in their communities and elsewhere. We are especially cognizant of the core competencies of critical thinking, communication and expression, information literacy as well as a capacity for civic and social engagement. |
| V.K..1 | Staff Development Needs | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? | None needed at this time. |
| V.K.2 | Staff Development Needs Justification | Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need | N/A |
| VI. | Closing the Loop | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? | We will continue to aggressively pursue our goal to decrease the equity gap and increase student success as indicated in the College Mission Statement |
|  | Submitted by: | ; | Doris Spanggord  #8341  [spanggorddoris@fhda.edu](mailto:spanggorddoris@fhda.edu) |
|  | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). | 4/15/2016 |